“One day the great European War will come out of some damned foolish thing in the Balkans.”
Otto von Bismarck

“The lamps are going out all over Europe; we shall not see them lit again in our lifetime.” Sir Edward Grey

“My centre is giving way, my right is in retreat, situation excellent. I attack.”
Ferdinand Foch

“Bent double, like old beggars under sacks,
Knocked-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys-An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime...
Dim, through the mist panes and thick green light,
As under a green sea, I saw him drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gurgling form the froth-corrupted lungs,
Obscene as cancer, bitter as cud
Of vile, incurable sores on the innocent tongues,-
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old lie: Dulce et decorum est
Pro patria mori.”
Wilfred Owen
“The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.” Woodrow Wilson

“The war shook down the Tsardom, an unspeakable abomination, and made an end of the new German Empire and the old Apostolic Austria n one. It ... gave votes and seats in Parliament to women.... But if society can be reformed only by the accidental results of horrible catastrophes ... what hope is there for mankind in them? The war was a horror and everybody is the worse for it.” George Bernard Shaw

“Trench stinks of shallow buried dead
Where Tom stands at the periscope,
Tired out. After nine months he's shed
All fear, all faith, all hate, all hope.”
Robert Graves
Instructor: George L. Vásquez, Ph.D.

Office Location: DMH-217

Telephone: (408) 924-5528

Email: george.vasquez@sjsu.edu

Office Hours: Tuesdays and Thursdays, 12 noon to 1 p.m.

Class Days/Time: Tuesdays, 3 to 5:45 p.m.

Classroom: DMH-217

Prerequisites: Upper division status

Units: 4 units

Course Description
Arguably the single most important event in world history during the 20th century, World War One will be studied in its global context – Europe, the Middle East, Africa, Asia and the United States. Special attention will be paid to the collapse of four mighty empires – the Hohenzollern, the Habsburgs, the Romanovs, and the Ottomans as well as the creation of the world which led to the Second World War and to the present crises in the Middle East. We will study in detail the battle of the Somme and the revolt in the Arabian Desert. We will follow the fortunes of Russia and the Bolshevik Revolution. We will examine the belated U.S. involvement and the shaky settlement reached at the Paris Peace Conference. Special attention will be paid to the war in the Middle East as a counterpoint to trench warfare in the West. Contemporary historical monographs will be supplemented by viewing documentaries on various facets of the war. Students will be required to read a novel, view three films, and write an analytical essay on the Treaty of Versailles and its impact on European history based on Margaret Macmillan’s *Paris 1919*.

Course Content Learning Outcomes
Upon successful completion of this course, students will be able to:

LO1 Develop an understanding of the ideological nature of the conflict in World War I: imperialism vs. nationalism, democracy vs. authoritarianism. This learning outcome will be accomplished through classroom discussion, screening documentaries and by examination and quizzes.

LO2 Comprehend the impact of total war on civilian populations the world over. This learning outcome will be accomplished through classroom discussion, screening documentaries and by examination and quizzes.
LO3  Come to terms with the military tactics and strategy of the opposing armies, which eventually would lead to the breakup and disintegration of four major European empires: the Hohenzollern, the Romanoff, the Habsburg and the Ottoman. This learning outcome will be accomplished through classroom discussion, screening documentaries and by examination and quizzes.

LO4  Read, write, think, and speak critically about historical issues and events.

Student Learning Objectives

Upon successful completion of this course, students will be able to:

• Complete a comparative film review [on 3 feature-length World War I films] SLO#1

  This SLO will be met by the student viewing outside of class three World War I feature-length films from the list attached to the syllabus and writing a critical review. Although the films are all on the First World War, they do not focus solely or even primarily on the fighting; instead, themes dealt with by the cinematographers include the status of prisoners of war, revolution in Russia and in Arabia, and the effects on the home front as a consequence of the war will also be addressed. The comparative film review is “an opportunity to exhibit a critical awareness of the elements of the film as well as to share the delight and pleasure (or frustration and disappointment) the film offers the viewer.”

• Write a critical review on a classic World War One novel SLO #2

  This SLO will be met by writing a critical review on a novel written about the First World War. Through this exercise, students will learn to appreciate the impact literature has had on our understanding of war and its aftermath.

• Prepare an analytical essay [on the legacy of World War I] SLO #3

  This SLO will be met by completing the third written assignment for the course in which students will write an analytical essay discussing the short-term, as well as long-term, impact of the First World War on world history. Students will examine carefully Margaret Macmillan’s Paris 1919. The purpose of this exercise is to provide students with an opportunity to demonstrate their ability to think and write critically as well as to handle historiographical source materials in a systematic and scholarly manner.

Required Texts/Readings

Textbooks


The textbooks may be purchased at the Spartan Bookstore or from Amazon.com.

**Other Readings**

Students are required to purchase the “Course Workbook” designed to accompany readings in Strachan. It may only be purchased at Maple Press, located at 330 S. 10th St. between San Carlos and San Salvador Streets. Maple Press will only accept cash or checks, no credit cards. [Please note: Students need to complete the first assignment in the workbook by the second class meeting.]

**Library Liaison**

Nyle Monday, nyle.Monday@sjsu.edu, (408) 808-2041

**Classroom Protocol**

1. The class begins at 3 p.m. While it is understandable that circumstances may occasionally cause late arrival, repeatedly coming to class late is unacceptable. If you do come late, enter as quietly as possible and make sure the door closes as quietly as possible.

2. Sudden illness or personal emergencies are the only acceptable reasons for leaving in the middle of class. Go to the rest room before coming to class. If you must leave class, do so as quietly as possible and make sure the door does not bang when you exit and return. During an examination do not leave the room without asking the instructor’s permission.

3. Please turn off cell phones, pagers, and other electronic devices that could disrupt the classroom. Lectures and classroom discussions are not to be recorded or transmitted in any what without the instructor’s prior approval.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Assignments

1. Examinations: There will be two examinations – a mid term (Oct. 22) and a final (Dec. 16). Each exam will consist of short answer questions and fill-ins, identification terms and essay questions. Materials to be tested will include lecture discussions, assigned readings and documentaries screened in the classroom. Each exam will be worth 15% of the final grade.

2. Written Assignments: Students will be required to write three five-to-seven-page (typed and double-spaced) essays during the course of the semester. The first essay will consist of a comparative analysis of any three films listed at the end of the syllabus. This paper will be due at the beginning of the hour on Oct. 1. (More detailed instructions will be circulated later in class.) The second essay requires the student to write a critical review on a “classic” novel on the First World War (a list of suitable novels appears in appendix 2). This exercise will require you to reflect on the role of the novelist in portraying the effect of war on an individual and/or on society. This paper is due on Nov. 12 (Additional instructions will be circulated at a later date.) The third essay requires the student to write an analytical essay discussing the short-term, as well as long-term, impact of the First World War on world history primarily based on Margaret Macmillan’s Paris, 1919. The purpose of this exercise is to provide students with an opportunity to demonstrate their ability to think and write critically as well as to handle historiographical source materials in a systematic and scholarly manner. This paper will be due on Nov. 26. (Specific instructions will be distributed in class later in the semester.) Each paper is worth 15% of the final grade. No late papers will be accepted.

3. Student Participation & Quizzes: Students are expected to attend class regularly and to participate actively in classroom discussions, demonstrating that they have completed the reading assignment as well as the workbook exercise for each class session. Additionally, students will discuss in class and be examined on Tuchman’s The Guns of August, Rogan’s The Fall of the Ottomans, and Kennedy’s Over here. Class participation and Quizzes will be worth 15% of the final grade.

Please note: there will be no extra credit opportunities.
Important Dates

Tuchman Quiz Sept. 17
Film Review Oct. 1
Rogan Quiz Oct. 8
Mid Term Exam Oct. 22
Novel Critique Nov. 12
Kennedy Quiz Nov. 26
Macmillan Essay Dec. 3
Final Exam Dec. 11

Grade computation

Class Participation 10%
Mid Term Exam 15%
Final Exam 15%
Quizzes 30%
Essays (3) 30%

100%

Grades are calculated according to the following percentages:
A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-:70-72; D+:67-69; D:63-66; D-:60-62; F: anything below 60.

To do well on the paper and essay questions on the exams, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper or essay should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity are essential for success.

Qualities of an Assignment

Content and Organization
- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
-contains effective transitions between sentences and between paragraphs

Clarity and Correctness
-uses sentences that are easy to understand on a first reading
-includes a variety of sentence constructions
-uses document design to enhance readability
-has no serious errors of diction, syntax, grammar, punctuation, or spelling
-shows evidence of careful editing

Qualities of a ABC Assignment

Content and Organization
-fulfills most of the requirements of assignment
  -presents accurate information, with generalizations supported by facts, examples, or analysis
-argues logically
-defines terms if necessary
-has a recognizable thesis or subject line
-has appropriate organization
-contains unified paragraphs that support recognizable topic sentences
-has appropriate introduction and conclusion

-contains transitions

Clarity and Organization
-uses sentences that are easy to understand on a first reading
-includes a variety of sentence constructions
-uses some document design elements
-has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension
-shows evidence of editing.

**Qualities of a AC Assignment**

Content and Organization
- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

Clarity and Correctness
- uses understandable sentences
- shows some variety in sentence construction
- has some elements of document design
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

**Qualities of a AD or AF Assignment**

Content and Organization
- fails to fulfill main parts of the assignment
- provides scant information and little support
- has a barely recognizable thesis or subject line
- has poor organization
- contains some paragraphs with topic sentences

Clarity and Correctness
- many sentences are not understandable upon first reading
- shows little variety in sentence construction
  - has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

**Late Papers and Missed Quizzes and Exams**

1. There will be no make up of quizzes under any circumstance.
2. The mid-term exam may be made up if the student has a legitimate excuse and if the instructor is notified of the reason for the absence in a timely fashion.
3. All students are expected to be present on the final exam day.
4. Incompletes will be given only for extraordinary reasons and then only if the student has completed a substantial portion of the course work (at least two thirds).
5. No late papers will be accepted. (The only exception is severe illness, and then only if the student presents a medical report signed by the attending physician.)
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class, students will complete in-class midterm and final examinations as well as three in-class quizzes on the assigned reading. There will be three separate writing assignments, five to seven pages in length, consisting of a comparative film review of three separate feature-length films to be screened outside of class, an analytical book review of a “classic” First World War novel, and a final “thought piece” on the impact of the war on world history based on David Reynolds’ The Long Shadow. The Legacies of the Great War in the Twentieth Century.
# History 132 – World War One

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 27</td>
<td>Organizational Meeting</td>
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<td>2</td>
<td>Sept. 3</td>
<td>Origins of War</td>
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<td>Reading: Strachan – Ch. 1, “To Arms”</td>
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<td></td>
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<td>Film: BBC WW1 Documentary: “To Arms”</td>
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<td></td>
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<td>Workbook Assignment #1</td>
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<tr>
<td>3</td>
<td>Sept. 10</td>
<td>Invasion of Belgium &amp; France</td>
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<td>Reading: Strachan – Ch. 2, “Under the Eagle”</td>
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<td>Film: BBC WW1 Documentary: “Under the Eagle”</td>
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<td>Workbook Assignment #2</td>
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<td>4</td>
<td>Sept. 17</td>
<td>Discussion &amp; Quiz: Tuchman’s <em>The Guns of August</em></td>
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<td>5</td>
<td>Sept. 24</td>
<td>Global War</td>
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<td>Reading: Strachan – Ch. 3, “Global War”</td>
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<td>Film: BBC WW1 Documentary: “Global War”</td>
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<td>Workbook Assignment #3</td>
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<td>6</td>
<td>Oct. 1</td>
<td>Fighting the Turks</td>
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<td>Reading: Strachan – Ch. 4, “Jihad”</td>
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<td>Film: BBC WW1 Documentary: “Jihad”</td>
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<td>Workbook Assignment #4</td>
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<td>Film Review Due</td>
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<td>7</td>
<td>Oct. 8</td>
<td>Discussion &amp; Quiz: Rogan’s <em>The Fall of the Ottomans</em></td>
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<td>8</td>
<td>Oct. 15</td>
<td>The Eastern Front, Italy &amp; Serbia</td>
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<td>Reading: Strachan – Ch. 5, “Shackled to a Corpse”</td>
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<td>Film: BBC WW1 Documentary: “Shackled to a Corpse”</td>
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<td>Workbook Assignment #5</td>
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<td>9</td>
<td>Oct. 22</td>
<td>Mid Term Exam</td>
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<td>10</td>
<td>Oct. 29</td>
<td>Fighting in the Trenches</td>
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<td>Reading: Strachan – Ch. 6, “Breaking the Deadlock”</td>
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<td>Film: BBC WW1 Documentary: “Breaking the Dreadlock”</td>
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<td>Workbook Assignment #6</td>
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<td>11</td>
<td>Nov. 5</td>
<td>The War at Sea &amp; Blockade</td>
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<td>Reading: Strachan – Ch. 7, “Blockade”</td>
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<td>Film: BBC WW1 Documentary: “Blockade”</td>
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<td>Workbook Assignment #7</td>
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<tr>
<td>12</td>
<td>Nov. 12</td>
<td><strong>Novel Critique Due</strong></td>
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<td>13</td>
<td>Nov. 19</td>
<td><strong>The Russian Revolution</strong></td>
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<td>Reading: Strachan – Ch. 8, “Revolution”</td>
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<td>Film: BBC WW1 Documentary: “Revolution”</td>
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<td>Workbook Assignment #8</td>
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<tr>
<td>14</td>
<td>Nov. 26</td>
<td>Germany’s Last Offensive &amp; The Arab Revolt</td>
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<td>Reading: Strachan – Ch. 9, “Germany’s Last Gamble”</td>
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<td>Film: BBC WW1 Documentary: “Germany’s Last Gamble”</td>
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<td>Workbook Assignment #9</td>
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<td><strong>Discussion &amp; Quiz: Kennedy’s <em>Over Here. The First World War and American Society</em></strong></td>
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<td>15</td>
<td>Dec. 3</td>
<td><strong>Paris Peace Conference &amp; Beyond</strong></td>
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<td>Reading: Strachan – Ch. 10, “War Without End”</td>
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<td>Film: BBC WW1 Documentary: “War Without End”</td>
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<td>Workbook Assignment #10</td>
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<td><strong>Macmillan Critique</strong></td>
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<tr>
<td>16</td>
<td>Dec. 11</td>
<td><strong>Final Exam (12:15 to 14:30), DMH-167</strong></td>
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**Commonwealth War Graves, Etaples, France**
APPENDIX ONE – LIST OF WORLD WAR ONE FILMS

A farewell to Arms (1957)

*All Quiet on the Western Front (1930)


Birdsong (2008)

*Gallipoli (1981)

*Joyeux Noel (2005)

King and Country (1964)

*Lawrence of Arabia (1962)

Oh! What a Lovely War (1969)

Passchandael (2008)

*Paths of Glory (1957)

Quiet Flows the Don (2005)

*Regeneration (1997)

Sergeant York (1941)

Tannenberg (1932)

The Blue Max (1966)

The Great Illusion (1937)

The Life and Death of Colonel Blimp (1945)

The Light Horseman (1987)

The Trench (1999)
APPENDIX TWO – WORLD WAR ONE NOVELS & MEMOIRS

Richard Aldington, Death of a Hero (Br.)

Henri Barbuse, Under Fire (Fr.)

Pat Barker, Regeneration (Br.)

Sebastian Bary, A Long Long Way (Ir.)

Vicente Blasco Ibáñez, The Four Horsemen of the Apocalypse (Sp.)

Joseph Boyden, Three Day Road (Can.)

Vera Brittain, Testament of Youth (Br.)

Louis-Ferdinand Céline, Journey to the End of the Night (Fr.)

Gabriel Chevalier, Fear (Fr.)

Humphrey Cobb, Paths of Glory (Can./U.S.)

John Dos Passos, Three Soldiers (US)

Sebastian Faulks, Birdsong (Br.)

C. S. Forester, The General (Br.)

Ford Maddox Ford, Parade’s End (Br.)

Robert Graves, Goodbye to all that (Br.)

Hans Herbert Grimm, Schlump. The Story of an Unknown Soldier (Ger.)

Mark Halprin, A Soldier of the Great War (U.S.)

Jaroslav Hasek, The Good Soldier Svejk (Cz)

Ernest Hemingway, A Farewell to Arms (U.S.)

Sébastien Japrisot, A Very Long Engagement (Fr.)

Ernst Jünger, Storm of Steel (Ger.)

Erich Marie Remarque, All Quiet on the Western Front (Ger.)
Siegfried Sassoon, *Memoirs of an Infantry Officer* (Br.)

Jeff Shaara, *To the Last Man* (U.S.)

Mikhail Sholokhov, *And Quiet Flows the Don* (Rus.)

Alexander Solzenitsyn, *August 1914* (Rus.)

Rebecca West, *The Return of the Soldier* (Br.)